

The Enterprise Culture and Education

Understanding Enterprise Education and its Links with Small Business, Entrepreneurship and Wider Educational Goals

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THROUGHOUT THE WORLD THERE IS currently a great deal of activity in what might be broadly termed the field of enterprise and entrepreneurship education in schools and colleges. In the UK, a substantial number of different programmes were developed in the 1980s with the support of a variety of private and public organisations. There are now many activities at the local, regional and national levels (DUBS, 1989) aimed at different target groups and which involve, in their delivery, many types of institutions. Moreover, they demonstrate different levels of innovation and degrees of national penetration. Most of the governments in the European Community have also, in the 1980s, given substantial support to activities designed

to stimulate entrepreneurship among young people. A survey undertaken in 1989 by Durham University Business School on behalf of the European Community found a wealth of activity at the local, regional and national level (DUBS, 1989). A survey undertaken by the OECD in the same year covering a broader range of countries found a similarly wide range of activity (OECD, 1989). This activity was almost impossible to classify given the level of differentiation and disaggregation.

In the USA, entrepreneurship education has been pursued extensively for several decades extending through a wide variety of different models, within and outside of education (Vesper, 1986). Interest and activity in this area has expanded in recent years in Canada

(Bechard & Toulouse, 1991). And in Asia there are now major experiments in several countries including India, Malaysia and the Philippines.

Comparisons in the field are complicated, however, by differences in objectives and in meaning of the words used to describe programmes. For example, the term '*entrepreneurship education*' is commonly used in Canada and the United States. The expression is rarely used in the UK, and only occasionally used in Europe (DUBS, 1989). Much of what has been practiced in this field within the UK educational system is labelled *enterprise* rather than *entrepreneurship* education and is focused upon the development of personal attributes. It does not *necessarily* embrace the context of the 'for profit' small business or indeed the entrepreneur although arguably it is substantially linked with the development of an enterprise culture within which the entrepreneur will flourish (Gibb, 1987).

Many of the programmes for enterprise or entrepreneurship education throughout the world take place within, or as an adjunct of, the education system. In this respect a number of important issues arise in relation to: acceptance of this form of education by schools, education advisers and indeed the formal educational system as a whole; the degree to which the programmes can link with the mainstream school curriculum and form part of it; and the degree to which the education system ought to be involved in the development of particular personal competencies or skills hitherto rather more associated with training than education. These issues are important in understanding the attitudes of teachers, education authorities and pupils towards the entrepreneurship and enterprise

education curriculum. The issue of enterprise and entrepreneurship education is controversial in a number of respects. Firstly, for some in the UK it is seen, simplistically, as an extension of the Thatcher 'Enterprise Culture' and therefore as underpinning a certain political ideology (Coffield, 1990). The view taken in this paper is that this approach is misleading and not very useful in evaluating the contribution that this form of education might make. Secondly, the word 'enterprise' itself creates a problem because it is commonly used in the UK with several different connotations — for example: business enterprise (meaning business organisation); enterprise training (meaning small firms training); enterprise initiative (a Department of Trade and Industry (DTI) consultancy scheme for small firms; the Department of Enterprise (meaning the DTI); and Training and Enterprise Council (connotation not clear). The view taken in this paper is that multi-meaning, as in the use of many words, is acceptable provided that those who use the word are unambiguous in the meaning and context they select (which not always seems to be the case). Thirdly, there is some confusion that arises from the fact that certain characteristics of enterprising behaviour are closely associated with those of the entrepreneur (Brockhaus and Horwitz, 1986). This issue is relevant to this article only in that, implicit in the approach taken (and discussed in more detail below) is a contingency theory of enterprising behaviour which argues that such behaviour can be induced and/or enhanced by the environment and thus can be acquired via experience and training as well as being a function of inherited personal traits. Fourthly, there

is controversy as to whether enterprise education has any new or additional contribution to make to educational approaches. This article will argue that it is a means of developing certain core skills and attributes — in young people and adults alike: how effective and efficient it is still remains largely unevaluated (DUBS, 1989).

It is against this backdrop that the paper will focus upon enterprise and entrepreneurship education *within the education system*. It will draw heavily upon a model developed in the 1980s by Durham University Business School and disseminated nationally (Cotton, 1991). The article has a number of specific objectives:

- to define the goals and basic nature of enterprise education.
 - to develop a model of the relationship between enterprising behaviour and small business — a relationship that is often confused because of the use of 'small business' simulation in enterprise education approaches.
 - from this to demonstrate a model of enterprise education which 'explains' the above relationship but also establishes the key parameters to be embedded in approaches to enterprise education.
 - to relate these to broader education goals and wider issues of the desirability of the outcomes from enterprise education.
 - to explore the challenge of the enterprise model to the design and management of organisations within the outside of education.
 - to explore the implications of the enterprise model of education for the design of programmes for small business and entrepreneurship.
- The article will conclude with a review

of the major issues likely to influence, and be influenced by, this educational model in the future.

The Goals of Enterprise Education

As has been indicated above, the words 'entrepreneurship' and 'enterprise' embrace a wide range of meanings including small business: they are sometimes used synonymously and sometimes not. It has also been noted earlier that the fact that the word 'enterprise' is used in a variety of different ways and applied as a label to a number of different programmes, with different objectives, does not, of course, mean, as has been inferred by some critics (Coffield, 1990; Ritchie, 1991), that individual programmes are themselves confused (the fact that there are many different views of what education is about does not prevent the training of teachers or indeed the development of different programmes with different weight of objectives under this label).

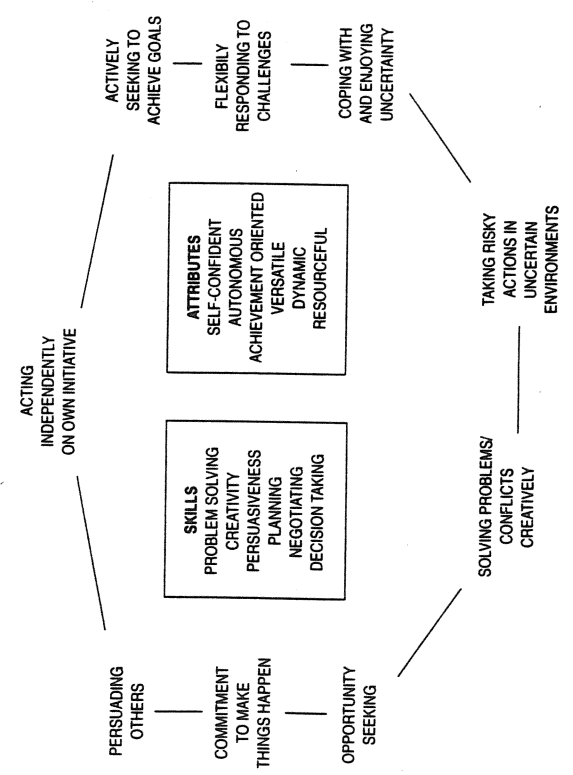
It is explicit to the model of enterprise education that will be developed here that a clear distinction can be made between such education and small business and entrepreneurship education and training. Much of enterprise education as it is being widely introduced into primary, secondary, further and higher education in the UK, is not aimed directly at stimulating entrepreneurship whether defined as independent small business ownership or the development of opportunity-seeking leaders of high profile companies. Its major objective is to help develop enterprising people and, in particular, to inculcate an attitude of self-reliance (Cotton, 1990) through the 'process' of learning. Conventional dictionary/thesaurus definitions of the

"enterprising person" include: pioneering; adventurous; daring; go ahead; progressive; opportunist; and ambitious (Roget, 1982). Discussions, during programmes, with several hundred primary, secondary and tertiary teachers (in the UK) as part of "enterprise workshops" inevitably produce a list of meanings of the "enterprising young person", substantially in line with the thesaurus definitions above, but indicating a number of characteristics some of which can be more strictly defined in behaviour terms and others as associated skills and personal attributes. Among the former are opportunity seeking, initiative taking, making things happen independently, problem solving and risk taking; commitment to work and tasks; and ability to cope with or enjoy uncertainty and ambiguity. Among the latter group are self-awareness; self-confidence; creativity perseverance; negotiating skills; and resourcefulness; negotiating skills; and motivation and commitment to achieve. The key behaviours, skills and attributes are set out in Exhibit 1. In line with the above definition the word 'enterprise' is used in this article to mean a set of behaviours, skills and attributes which may be exhibited by a person.

A major problem in dealing with the concept of enterprise is that the demonstration of enterprise is a relative as well as a contextual one. It is implicit

EXHIBIT 1
ENTERPRISING BEHAVIOURS, SKILLS AND ATTRIBUTES

BEHAVIOURS



to the proposed enterprise education model that every student has some degree of enterprise which can be developed. The underlying propositions are that (Gibb, 1987):

- the strength of enterprising skills, attributes and behaviours as well as the mix will vary between individuals. Some individuals will be more creative, some more analytical, and some more capable of independent behaviour, etc. than others.
- this mix will reflect (to some degree) innate abilities and personalities. The degree to which individual capability is a reflection of genetic as opposed to environmental influences is controversial and will not be debated here. Nevertheless an acceptable view might be that an attribute or skill, such as creativity, associated with being enterprising, is influenced by innate potential (Ripple, 1989).
- the strength and mix of enterprising behaviour, skills and attributes in an individual will also, in part, be a function of what has been acquired by experience and exposure and therefore constitutes "learned" capability. It has been argued elsewhere (Gibb, 1987) (and will be further reflected upon below), that it is possible to stimulate enterprising behaviour by threat or displacement as well as by organisational and political design. Opportunity and freedom to practice being "enterprising" in a supportive climate, with such behaviour being rewarded, is also arguably likely to lead to personal development in this respect (Mayer, 1989).
- the environmental context may, impact upon the individual in different ways. Some people may be

stimulated to engage in enterprising behaviour by threat, others by opportunity, and some by both (Shapiro and Sokol). It is also possible that individuals might display some enterprising characteristics (for example, be creative) in some circumstances and not in others (Henessey, Amabile, Martinage, 1989).

- if enterprise can be acquired by experience and exposure then it can be enhanced by means of education and training. More precisely how this might be achieved is at the core of enterprise activity in education and will be discussed further below.
- individuals might be enterprising or otherwise in all aspects of life.

In summary, the over-riding aim of enterprise (or more accurately the enterprise approach to education) is to develop enterprising behaviours, skills and attributes and by this means also enhance student's insight into, as well as knowledge of, any particular phenomenon studied. How it might be achieved is described below with particular reference to the model developed as a base for Durham University Business School's programme development in the primary, secondary and tertiary education sector. There is, however, a distinctive ingredient that sets enterprise education apart from action or discovery learning — namely that the former is delivered within the context of an independent, usually 'small business' for profit, or not-for-profit project simulation. To explore why this is so will provide the key to the underlying model and hopefully also assist in removing some of the confusion that surrounds the relationship between small business education and training and enterprise education.

The Conceptual Links between Enterprise Education and Small Business

Not all programmes labelled enterprise education in the UK will use a 'for profit' small independent business simulation. Some programmes will specifically eschew the small business commercial link but will nevertheless use a not-for-profit 'small business' project as a learning focus (for example, providing entertainment facilities for old people). Overall, however, a great deal of use is made of independent small business simulation in enterprise education. Why this is so will emerge from an exploration of the circumstances under which small business operates. This exploration will show ultimately how the enterprise approach to learning derives its key components from the organisational dynamics of the small business. It will be argued that the model to be derived from this exploration will also facilitate better understanding of the difference between small business management and entrepreneurship, and has implications for the design of enterprising and entrepreneurial organisations. The model focuses on three key components: the basic essences of small owner-managed business which determine the culture of the organisation and form the basic climate for enterprising behaviour to take place; an holistic task structure which demands an enterprising behaviour response; and a learning environment which is discovery and action oriented.

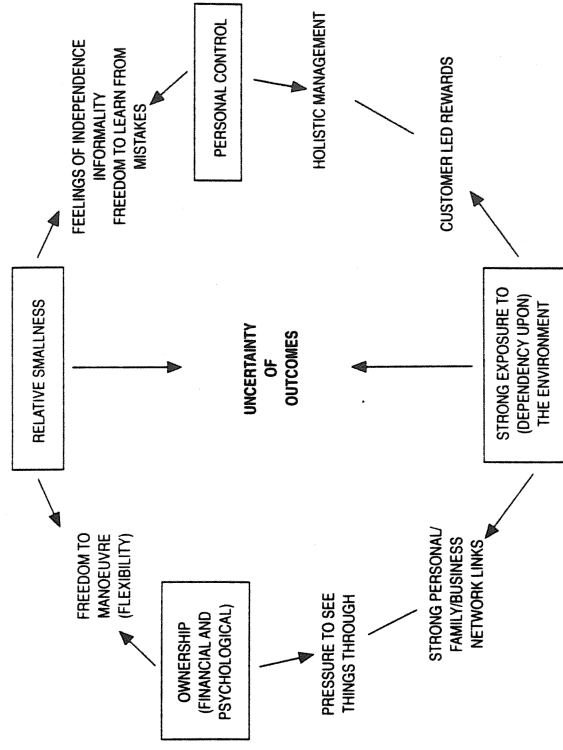
The Cultural Climate for Enterprising Behaviour

The case of the person who moves from employment to self-employment (as the extreme example of smallness) can

be used to explore the basic essences of independent business. He/she moves from a position of relatively simple dependency on an employer, which is more or less certain, to one where there are a whole series of uncertain dependencies upon customers, suppliers, competitors, bankers, professional and others who form part of the task environment. *Smallness* in itself means limited resources to influence the environment and therefore greater exposure to uncertainties. The impact of this exposure is increased by the fact of the individual's *ownership* of the business. This ownership is, of course, financial and the degree of personal financial exposure will vary: but importantly it is also egotistical in terms of ownership of the business idea or service and of the 'ways of doing things'. Such ownership will grow as the business becomes a 'way of life' and as personal answers to problems are built into the business systems and structures. The combination of ownership with *personal control* leads to personal responsibility for all outcomes in the business.

This interaction between smallness, exposure to the environment (and particularly the customer), ownership and personal control in turn conditions the culture of the business leading to a number of key essences as shown in Exhibit 2. In particular they impact upon freedom and independence two characteristics frequently cited as major motivations for the establishment of owner managed business (Stanworth *et al*, 1989). Freedom to manoeuvre is conditioned by the dependencies and uncertainties described above. Independence of action while considerable in theory, in practice operates within the constraints of

EXHIBIT 2 THE ESSENCES OF OWNER-MANAGED BUSINESS WHICH STIMULATE ENTERPRISE

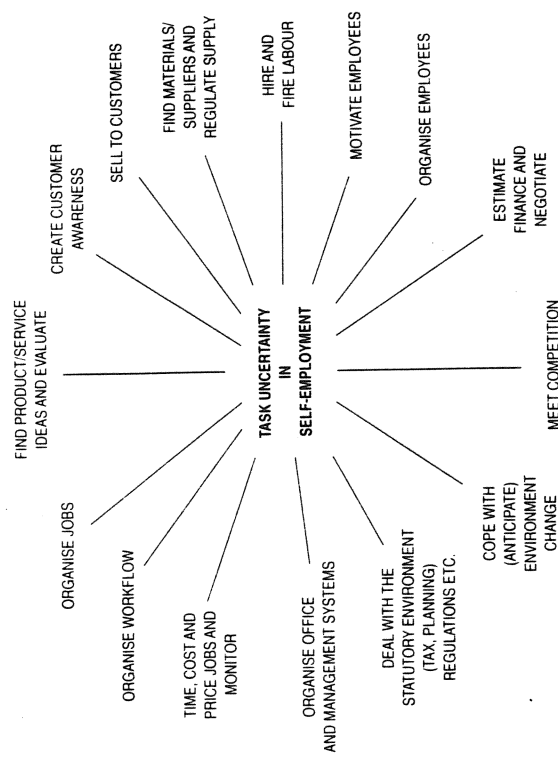


meeting the needs of those upon whom the business depends for survival. Personal control, however, leads to personal responsibility for all outcomes in the business. Ownership, control and responsibility stimulate an overall commitment and pressure to see things through over time and to make things work. The degree of freedom and independence enjoyed, however, allow mistakes to be made and to become an important source of learning. Rewards are determined largely by the customer who looms large in the small business in terms of immediate feedback of success or otherwise. This, in turn, ensures a degree of flexibility in response to changes in customer needs. The combination of personal control and smallness ensures a high degree of informality in business organisation and systems. There is a

suspicion of formalised planning and paper projections (D'Amboise, 1986) which although logically sound may be 'felt' to be unrealistic. Intuitive management is strong and the main risk reduction strategy in the absence of major resources is to build up the business upon the basis of strong personal networks and trust (Aldrich & Zimmer, 1986). This in turn reinforces a close relationship between business, personal and family life. It also underpins a close relationship between the state of the business and social status and personal achievement (Haahni, 1989).

All of the above factors therefore reinforce each other forming collectively the culture of the business, affecting attitudes, values and beliefs and creating the basic conditions for enterprising behaviour.

EXHIBIT 3 THE SMALL BUSINESS AND UNCERTAINTY IN THE TASK STRUCTURE



The Holistic Task Structure

It has been argued that the person who moves from employment to self-employment or indeed any form of independent business ownership in fact sets himself/herself a task structure which exudes uncertainty. Self-employed persons, for example, have to decide for themselves how to do things, when to do things and what priorities to afford. They must find customers in order to find income, maintain customers, find and maintain suppliers, deal with competitors, potential advisers, bankers and statutory authorities, and develop and maintain business systems. They must be able to recognise and solve problems, will often be very much alone in solving these and must face up to a wide range of responsibilities including the total management of the project or business involving functional management as well

as technical skills (Exhibit 3). This can be contrasted with the more regulated environment of much employment where an employer substantially dictates to the employee what jobs to do, when to do them, how to do them, provides limits to the scope of responsibility through job descriptions, provides controlled environment, feeds back on performance, provides regular income and limitations to work hours and largely regulates the interlace between personal and business life.

The Learning Environment

In the above climate and task environment the emphasis is substantially upon learning, under pressure, 'how' to do things and, very substantially, discovering for oneself 'how to' do things and 'who with'. The learning environment in the typical small business

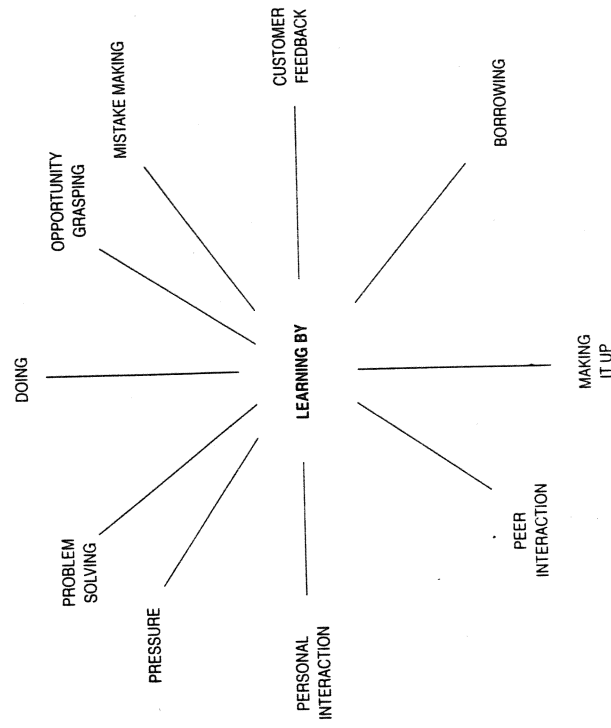
is therefore one of 'learning by doing' under the pressure of the development and survival of the business (Christensen, 1989). The point has been made elsewhere that in these circumstances it is unwise to seek to make clear distinctions between business development, organisation development and management development — the three go hand in hand with the owner seeking to maintain, develop and to adapt the organisation in an appropriate form for survival and growth dependent upon personal ambition (Gibb & Scott, 1988). The success of this quest is largely dictated by the owner's ability to develop his/her appropriate knowledge and skills. The business is indeed the 'learning organisation' for the entrepreneur. Advice may be taken,

training courses attended and consultants acquired: but 'learning' from these sources, in the majority of cases, will be "adapted" as appropriate to business needs. Most of the learning which will take place is a result of feedback from customers, suppliers, competitors, professional advisers and peer group through a process of personal interaction rather than by the written word of formal instruction. Key factors in the learning mode for small business are set out in Exhibit 4.

Summary

Overall, therefore, the small business provides an environment of uncertainty, with key essences reinforcing the commitment to cope, a task structure which demands enterprising behaviour

EXHIBIT 4 THE SMALL BUSINESS LEARNING MODE



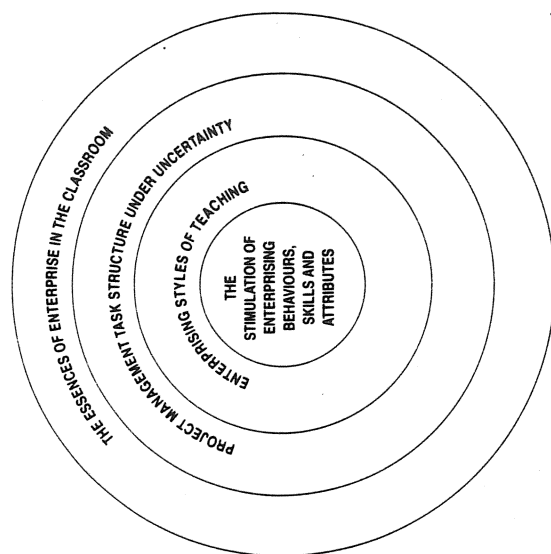
and where the learning mode is one of learning by doing, solving problems and grasping opportunities. The small firm owner manager's innate capability for enterprising behaviour will therefore be stimulated and learning acquired by 'enterprising' means.

If the above model is accepted then it is clear that it should be clear that the owner-manager will need a certain level of personal enterprise, demanded by the task structures, essences and the learning environment described above in order to survive in business. How strong these enterprising capabilities need to be, and indeed their mix, will be contingent upon the type of business. Some businesses will call for greater problem solving ability, others for greater need for autonomy and initiative taking and so on. It has been argued elsewhere (Gibb & Scott, 1988) that the need for enterprising behaviour will vary with the complexity and uncertainty in the task environment within which the business operates. A domestic cleaning business for example may not require a very enterprising person in order to survive (although an enterprising person may build such a business into a major contract cleaning company). On the other hand, a new technology-based firm operating in very uncertain and complex conditions may need a great deal of enterprise just to survive (Davidsson, 1989).

The need for enterprising contract behaviour is not, as is sometimes misleadingly assumed, a function of size. Individuals may need to be very enterprising indeed to survive in a self-employment business in a market where there is considerable uncertainty and the task structure is complex.

The behaviours, skills and attributes set

EXHIBIT 5 THE MODEL OF ENTERPRISING LEARNING



enterprise identified in the context of the small business above, namely: the underlying essences of enterprise in the organisation (drawn from Exhibit 2); a task structure supporting decision making under uncertainty (drawn from Exhibit 3); and a learning mode focused upon 'self-discovery' (drawn from Exhibit 4). These are brought together below to form the basis for structuring a model of Enterprising Learning in education incorporating: the essence of enterprise into the classroom environment; a project management task structure for learning under conditions of uncertainty; and an enterprising 'teaching' mode. The combination of these three will arguably stimulate enterprising behaviour and associated skills and attributes.

Incorporating Enterprise Essences into the Classroom Environment

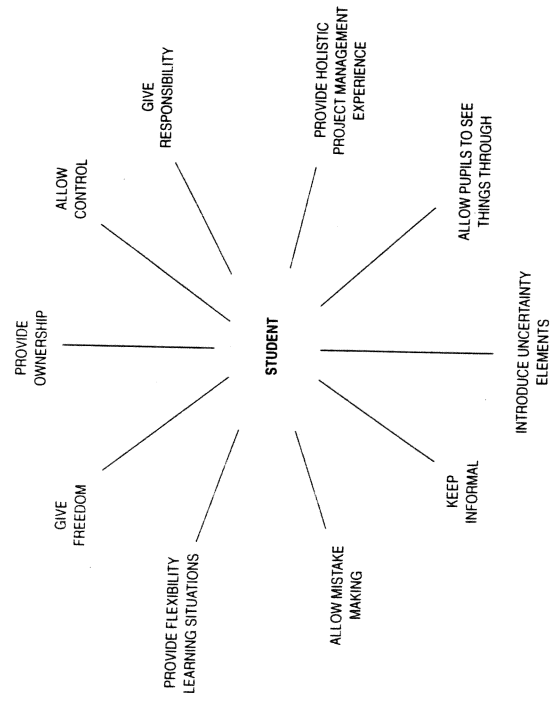
The learning environment in the

classroom seeks to provide the essence described earlier including: ownership by students; as much control as possible by students; freedom and flexibility; responsibility — particularly for seeing things through; freedom to learn by mistakes; allowing informality; allowing for holistic experience in solving problems; and with a major focus on the customer (the beneficiary of the project — see below) (Exhibit 6). The approach needs to be tempered by consideration of the age and ability of the students and the specific learning goals. It cannot be construed as a situation where there are no clear learning goals.

A Project Management Task Structure under Uncertainty

The vehicle for learning in enterprise education is the project which simulates a task structure operating under uncertainty. The students within the

EXHIBIT 6 THE ENTERPRISE ENVIRONMENT FOR EDUCATION



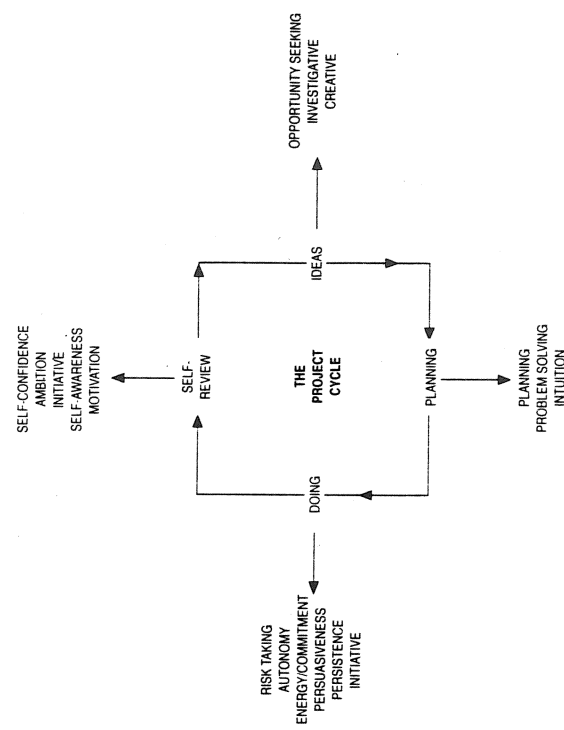
DUBS model are asked to 'manage' all the project tasks, construct a frame of reference for the project and manage inter-relationships with a wide variety of people (including adults) under conditions of uncertainty. The 'project' model as shown in Exhibit 7 is focused fundamentally upon a project management cycle of: getting started (self-review); ideas development and evaluation; planning and resourcing; and implementation, with feedback loops. Importantly, however, a start can be made anywhere in the cycle dependent upon where it is easiest to start with a group. In Exhibit 7 the relationship is shown between the cycle of project management and the personal enterprise behaviours, skills and attributes to be developed. Thus, for example, the project management tasks involved in generating and evaluating ideas are aimed at

generating opportunity seeking behaviours, developing investigative skills and enhancing creativity.

Enterprising Modes of 'Teaching'

The final component in the enterprise education model is that of the mode of learning adopted by the teacher or 'facilitator'. This places great emphasis upon an 'enterprise' style of learning as opposed to more formal didactic teaching approaches (although not at all to the exclusion of these where necessary), simulating the 'learning by doing' as within the small business. Essentially the teacher's role is that of guide and partner in the learning process and focuses substantially upon recognising the different ways in which people learn, understanding this learning process and facilitating it. The use of the project/simulation in itself

EXHIBIT 7 THE CYCLE OF PROJECT MANAGEMENT AND LINKS WITH ATTRIBUTE DEVELOPMENT



involves the teacher moving away from the more 'traditional' stance (in the 'enterprising' classroom environment are being a subject based expert tightly in control of a learning process which is heavily programmed and where the emphasis is substantially on the delivery of knowledge and the examination of understanding (Exhibit 8).

In the above 'process' model it is not all essential that the project and associated task structure is strictly that of a commercial independent business, although the mini-company programme in the UK has provided enterprise education with a strong link with this particular model. And the learning goals may indeed have nothing to do with business: they can range from improving understanding of a particular historical event, to enhancing appreciation of a poem, to improving numeracy or writing

ability. What in practice matters is that the essential essences of the 'enterprising' classroom environment are maintained, the project facilitates a variety of different tasks to be undertaken under uncertainty and the learning focus is upon facilitation of learning by doing and discovery. The model will therefore 'predict' that when these three major conditions are met, enterprising behaviours, skills and attributes will be enhanced. And, perhaps more importantly in the formal education context, the student will arguably gain, via this process, greater insight into the knowledge being pursued. The model is essentially contingent, however, upon the degree of uncertainty that the teacher or 'facilitator wishes to introduce into the learning situation. Thus the environment, project design and learning mode can be tempered in relation to the

EXHIBIT 8 DIDACTIC AND ENTERPRISING LEARNING MODES

Learning from teacher alone	Learning from each other
Passive role as listener	Learning by doing
Learning from written texts	Learning from personal exchange and debate
Learning from 'expert' frameworks of teacher	Learning by discovering (under guidance)
Learning from feedback from one key person (the teacher)	Learning from reactions of many people
Learning in well organised, timetabled environment	Learning in flexible, informal environment
Learning without pressure of immediate goals	Learning under pressure to achieve goals
Copying from others discouraged	Learning by borrowing from others
Mistakes feared	Mistakes learned from
Learning by notes	Learning by problem solving

student ability, age, existing understanding, preferred modes of learning and importantly, content and learning objectives.

The Relationship of Enterprise Education to Broader Educational Goals

The issue of how enterprise education meets the goals of the teacher in the classroom is an important one. It is the experience at Durham, with large numbers of teachers in both primary and secondary education, that most teachers are very wary of accepting a definition of enterprise that embraces the capitalist ethic. They will, however, very warmly embrace the concept of developing the enterprising behaviours and attributes of young people as a major goal for education (Gibb, 1989). They will also firmly accept the definition of learning as a process by which behaviour is changed (Maples & Webster, 1980). As such,

enterprise education borrows concepts from both the progressive and liberal 'schools' of educational philosophy (Skilbeck, 1982). It places emphasis upon the individual and upon starting from the initial knowledge, skills and understanding possessed by the individual (Haywood, 1989). It uses discovery methods of learning. Its goals are concerned with 'knowing how' and not just 'knowing that': as such it is directly concerned with facilitating behaviours (Ryle, 1983) as an outcome of learning. Implicit to the approach is a belief in a broad definition of an intelligence which can be developed (Gardner, 1983 and Sternberg, 1985). It is concerned with helping students to learn to think (Bantock, 1968); and it recognises the importance of motivation, as a core concept in the learning process (Haywood, 1989). By encouraging imagination it is fundamentally concerned with developing the students'

insight into phenomena (Chanan, 1977); and it encourages divergent and not just convergent thinking (Guildford, 1967).

Although focusing on the individual it can, by its project and small business frames of reference, help to generate an understanding of, and personal insight into, the workings of the economic system and society (Burgess, 1985). It thus accepts responsibility for shaping society and developing perceptions of young people (Cohen, 1982). Its emphasis upon managing projects underlines the philosophy that all people are managers in society (Heywood, 1989). Explicitly it denies the 'top down' model of authority-led organisations and a top-down model of education but acknowledges the responsibility of the teacher for establishing clear learning objectives and for the associated planning to meet these.

Its emphasis upon incorporating what have been labelled 'enterprising essences' into the classroom environment is in recognition that denial of these essences can impede innovation (Cohen, 1982) and impede learning. Its model of a teacher as a facilitator within a task structure allowing considerable degrees of freedom, embraced by the enterprise essences, is indeed a model of the 'learning organisation' for lifelong learning (Handy, 1989). It therefore follows some of the traditions of the management 'schools' concerned with breaking up the dependency culture (Mant, 1979).

Overall therefore the emphasis in enterprise education is upon recognising the goals of education as a whole as being concerned with the achievement of personal capabilities (Raven, 1985). There is a recognition that education pursued simply as a process of structured

knowledge provision will not by itself be the most effective means of achieving these goals.

The Enterprise Model and the 'Goodness' of Enterprise

Although the Enterprise Education model described above can be seen to fit easily alongside a number of educational philosophies and approaches it cannot 'a priori' be assumed that its expansion is 'desirable' or worthwhile.

One of the major difficulties in dealing sensibly with the emergence of enterprise (and indeed small business and entrepreneurship) education in the UK in this respect has been its political and ideological overtones. It has been seen by several writers as being an arm of a Conservative government's attempt at an ideological revolution in the 1980s (Ritchie, 1991). One problem in this respect has been the use of the term 'Enterprise Culture' by politicians without it ever being carefully defined; and there has also been a spate of academic books and articles exploring the political ideology behind the expression (Burrows, 1991). Indeed some academics have made broad criticisms of enterprise and associated education and training programmes almost as if they were somehow a systematic embodiment or extension of a programme of ideological or political indoctrination (Coffield, 1990; Ritchie, 1991). Such criticisms also gloss over the very diverse and diffuse ways in which various models of enterprise and industry education have been built up and how they have complemented existing experience and programmes. The critics have not, also, by and large, sought to clarify or define in a *practically* useful manner the concept of enterprise culture and its relationship

to education and training; nor have they attempted to clarify the concept of enterprise education and its relationship with small business and entrepreneurship. As a result there has, in some critical reviews, been much, largely unhelpful, jumping about between different types of programmes and activities but nevertheless treating them for purposes of argument as if they were clearly part of some whole (Coffield, 1990, and Fairclough, 1991). It is unlikely that those who work in the area of enterprise education would share any common definition of enterprise culture, although attempts have been made to provide such definitions within the context of education (Gibb, 1987). 'Models' therefore which purport to explain behaviours associated with different views of (and belief in) the 'culture' (Ritchie, 1991) can have little value in practice if, as some research indicates, there are not such clear views (Curran and Blackburn, 1990).

The concepts described earlier do not, when viewed superficially, sit easily with those of certain ideological persuasions. This point has major importance in respect of the development of this field of work in the future, perhaps under governments of entirely different political persuasion. The 'goodness' of enterprise therefore needs to be considered carefully in respect of the various stakeholders involved including pupils, teachers, head teachers, education advisers, business, governmental and training and development agencies.

'Goodness' implies both perceived desirability and acceptability in practice by stakeholders. Aside from students arguably the most important stakeholders are teachers. At the casual empirical level

Durham University Business School has had no difficulty between 1985 and 1991 in working with over a thousand teachers from a wide range of subject areas. In addition, head teachers, education advisers and specialist advisers in work related and business education have been involved alongside companies in the development, testing and dissemination, via networking, of materials and programmes for primary, secondary and further education enterprise. The programmes have indeed largely been designed by teachers and head teachers, written by them and tested with large numbers of schools (cotton, 1991). Training sessions for hundreds of teachers have been undertaken, broadly eliciting very positive evaluations. There has been almost no ideological conflict. It can be inferred from this experience that enterprise defined as above, and discussed carefully with the teaching profession holds no ideological problems. The practice therefore underpins the argument briefly rehearsed above as to the link between enterprise and educational goals. Enterprise is in effect building upon what is seen as 'good practice' in most schools and colleges (DUBS, 1989). As such it also seems desirable and acceptable to teachers and advisers.

With business stakeholders there seems to be few practical difficulties in acceptance. But there are confusions as to the difference between enterprise, small business and industry awareness. This is particularly because business is involved in a variety of activities for young people outside of school, linked with schools (but led largely by business people) and in a range of programmes that are more to do with understanding industry. This is not to imply that

individual sponsors are confused in respect of particular activities in which they are involved: some are, for example, very clear indeed about the concept and their focus upon enterprise. Industry involvement in such programmes, largely in practice, reflects the different motives discussed below as well as historical accident. Much of the large company support for youth small business initiation programmes had its roots in the efforts made by firms in the 1980s to help counter the unemployment effects of the major manufacturing restructuring that took place (Gibb and Durowse, 1987).

It is, however, by no means certain that the 'official' concept of enterprise and its relationship to education is clear. As indicated earlier, various programmes are labelled 'Enterprise' when in fact they relate to work experience programmes for teachers and pupils. Some apparent confusions concerning the UK Enterprise in Higher Education programmes are noted below as is the tendency to use the concepts of transferable skills and life skills as if they were synonymous with enterprise (Sommerland, 1991). The relationship between development of enterprising behaviours, enterprising modes of teaching and the objectives of the new UK National Curriculum have not been clearly set out. As a result many teachers may see the National Curriculum as a threat to enterprise because of the perceived emphasis upon knowing 'about' rather than 'how': although in technology, and to a reasonable extent in science, an enterprising approach not only has relevance but may be the most appropriate way of approaching the subject matter. There may also be confusion in assuming that there is a conflict between enterprising approaches

to learning and the achievement of basic standards of capability, for example in respect of numeracy and literacy (a debate currently taking place in primary education). It is perhaps important to recognise that the 'enterprise approach' does not deny the importance of more formal didactic methods in achieving certain well defined educational goals and indeed may embody them were appropriate.

THE IMPLICATIONS OF THE ENTERPRISE MODEL FOR THE DESIGN OF INDUSTRIAL AND EDUCATION ORGANISATIONS

The Implications for Industry Management

The development of more enterprise in the education system involving the embodiment (as described above) of enterprising models in the school, classroom and modes of learning may lead to conflict if young persons eventually meet different models of organisation design and management in the work environment (Kinsman, 1986). There is also no doubt that enterprising behaviour can be deviant and indeed find criminal outlets (Goss, 1991). There is little evidence that industry, or indeed society at large, broadly has prepared itself to cope with more enterprising young people and has adapted its own induction and training programmes, as well as organisation design, to that end (Heywood, 1989). The point has also been made above that in some organisations (described by Schroder as second-wave) many jobs may necessitate little enterprise or at least offer little scope for certain aspects of enterprising behaviour (Schroder, 1989). Progression

in enterprise is not just therefore an issue for schools and colleges but one for industry also. It throws down major challenges for Human Resource Development managers in the design of 'total' learning programmes within the organisation and the development of styles of management and organisation that will support and facilitate organisation benefits to be drawn from enterprise (Naisbitt and Aburdene, 1985).

The model of enterprise developed above supports the view that people can be stimulated to more enterprise in all aspects of life if the environment in which they work, play and learn, embodies the essences as described in Exhibit 2 above. For example, the creation of environment and task structures as described in Exhibit 2 and 3 in many large companies, as part of the company culture, could be the key to stimulating entrepreneurship in the larger firm (Quinn 1985, Porter 1990, Kanter 1983) and derives much support from current literature. Alternatively it is obviously possible to design organisations (or indeed shape societies) in such a way that the essences of enterprise described above are denied and the task structure highly regulated.

Designing enterprising institutions within the framework of the above model would mean: loosening control, allowing job flexibility, focusing everyone upon the customer, allowing maximum responsibility with inflexible organisations, maximising opportunities for holistic management via highly decentralised units, allowing mistakes and organising job tenure and motivation in such a way that there is greater potential for employees to see things through. Organisation design is, of

course, a function to some degree of the task environment within which the organisation must operate. The minimum 'enterprise' requirement of any organisation is therefore contingent. Certain organisations because of the nature of their work may require high degrees of control. Nevertheless, failure to design organisations to take advantage of, or stimulate, individual enterprising behaviour may encourage more enthusiastic employees to leave or use their entrepreneurial energies within the organisation not necessarily to achieve organisational goals but solely to achieve personal benefits. Enterprising energy may be lost or dissipated in this way.

The Implications for Education Management

The ability of a teacher to develop enterprising approaches to the curriculum in any subject, or indeed in any cross-curricular context, is subject to the same constraints as in designing enterprising approaches to management within organisations. The environment of the school, college or university management organisation can be such as to stimulate or limit the capacity for taking enterprising approaches to learning. Heavily programmed curricula, standard timetables, emphasis upon classroom control as a norm, narrowly focused job descriptions, rewards linked solely to subject excellence, high gearing to written examinations and testing of knowledge, lack of flexibility in the use of resources and highly hierarchical departmental structures can all militate against the creation of an enterprising mode of teaching. Some of these 'constraints' are imposed upon the education institution by the regulatory environment: some are products of

internal management decisions and styles. It follows from the model developed earlier that an enterprising climate might be developed, for example, in the management of the school by: providing a strong 'customer' focus particularly upon the needs of the pupil; but also all the other stakeholders; broadening of understanding of issues of effectiveness and quality control over and above examination passes; a financial management system allowing scope for innovation and new programme development; allowing flexible use of resources; a management system with flat, rather than hierarchical structures and, above all, enterprising leadership. Arguably, many of the models of school management, developed in response to the UK government's Local Management of Schools (LMS) initiative do not meet these criteria. It cannot '*a priori*' however, be assumed that they should.

The Challenge of the Enterprise Model to Small Business and Entrepreneurship Education and Training

Enterprise education built upon the model described above will arguably provide young people with a 'feel' for what it is like to run a business and thus develop perception, insight and perhaps motivation towards entrepreneurship without directly addressing the issue of self-employment or indeed conventional business skills and knowledge. There are, however, many programmes in the UK, within and outside of education, and particularly entrepreneurship education programmes in the USA and Canada, which have, as a prime objective, the creation of awareness, understanding of and perhaps motivation towards independent business ownership (University of Toronto, 1991) (starting

small). Within the education system in the UK such programmes are most commonly found as a core or optional part of vocational education (BTEC, 1987). They have fundamentally different objectives from those of enterprise education described above. Their objectives are commonly either: to encourage and facilitate young people to set up in business; or to develop awareness and understanding of the small independent business. They are likely to have, therefore, a much more substantial emphasis upon inculcating business knowledge and skills. The link with the model described earlier and summarised in Exhibit 6 is, however, important. Arguably much of business education, including that relevant to small business, has, in the past, had a major focus on knowledge delivered by more formal didactic methods and assessed by traditional examination means. Although such approaches are by no means now used universally it is clear that small business management teaching can be 'non-enterprising' in delivery, concentrating instead upon the 'technology' of management in the small business on the assumption that this is the heart of the matter. Education and training delivered in this way arguably runs the risk of providing little insight into the culture or processes of small business management and will not provide participants with a 'feel' for the essences of small enterprise, the task structure or the learning mode as described above. Arguably, only programmes delivered in an enterprising fashion may truly be labelled entrepreneurship programmes.

The points made above have major implications for all who purport to teach entrepreneurship. There are those who

would, for example, seek in business schools to make a distinction between teaching small business and entrepreneurship without a clear conceptualisation of the difference other than that entrepreneurship (which is a more fashionable word) is more concerned with the 'scale' of the activity, with the management of opportunity and change and of allegedly more complex situations (Stevenson, 1991). It has, however, been argued above that search for opportunity, influencing resources outside of one's control, coping with high rates of change and complex situations can be common to many self-employed people. Acceptance of the argument above would also lead to the conclusion that entrepreneurship is more about designing and managing enterprising organisations, contingent to the task environment, facilitating the maximum use of enterprising behaviours and about developing personal and organisational capability for this, than it is about size or indeed growth.

Developing enterprising approaches to education and training for small business may be of particular importance in respect of programmes aimed at supporting the process of business initiation. Young people who participate in such programmes often have as their major objective the setting up of, and survival in, a business of their own. The knowledge and skill required is a means to this end not a goal in itself. The programme may therefore demand delivery in a manner which facilitates the application of knowledge to the process of business initiation, at the right level, in the right amount and in the right way (Gibb, 1987). Many programmes in this field in the UK are now timetabled in such a way that allows the application of

knowledge to practice at each stage of the business initiation process. They are also structured to support the business through the important post-start-up phase of survival where, arguably, most of the real learning by doing takes place. Whether they embody fully an enterprising approach to learning, however, is a subject for further research.

Overall, it is clear that enterprising approaches to 'teaching' can be applied to any subject and equally to programmes which seek to create awareness or understanding of small business and entrepreneurship as well as those designed directly to facilitate business creation.

Conclusions

This paper has sought to address a number of key issues related to enterprise and, to a much smaller degree small business and entrepreneurship education and training development. A clear distinction can be made between programmes aimed at developing enterprising behaviour, skills and attributes from those focused upon small business and entrepreneurship. The former can be used in the context of any curriculum provided that there is scope for successful application of the models. Insofar as enterprise education simulates the 'small business' management process it will give some insight into small business. They key innovative aspect of much of enterprise education in the UK is, however, that it is designed to be part of the basic schools' curriculum. It can be 'taught' by teachers from a variety of subject areas and is addressed to a range of ability and age groups. This gives it a unique differentiation from programmes labelled entrepreneurship education in Europe or North America. Certainly most

of the programmes as identified from the EEC and OECD research are of the work experience or small business start-up type. Insofar as Enterprise Education focuses upon developing enterprising behaviour and lays down the challenge of designing enterprising organisations in industry and education, it will arguably contribute to the development of values, beliefs and attitudes reinforcing recognition of the potential of individual effort.

Enterprise education has already taken a foothold within the UK educational system, as indeed has small business training in vocational and management education in schools and colleges. Its impact needs to be carefully evaluated. If following such evaluation it is to be developed further there arguably needs to be greater understanding of the conceptual issues stated above, greater debate, and hopefully, the removal of confusion. Its links with liberal and progressive education philosophies are already well established in practice and need to be accepted by the theorists. This paper has argued that enterprise education needs to be clearly removed from the field of political ideology and judged in much the same way as teachers judge it, as to whether it adds value to school life. And, in particular, the stakeholder need to come to terms with the implications of what is being developed for their own organisations, perhaps responding adequately to the question asked by the young person, "I am an enterprising person, can you provide me with an enterprising challenge?" Finally, the links between Enterprise Education and Small Business Training need to be explored so that programmes 'about' and 'for' small business and entrepreneurship are more

conscious of whether they are being delivered in a truly enterprising style.

On a more practical level, most of the critical 'process' issues to be faced in the future are those to do with exploring the relationship of enterprise education to the total school curriculum. Here there are a number of challenges. The first is the way in which the process of enterprise teaching relates to, and furthers, the goals of programmes aimed at improving basic standards of numeracy and basic literacy. In the UK context this is particularly important in respect of standards embodied in the new National Curriculum. In this respect the major challenge would be to explore within each particular subject or discipline how the enterprise process and model described above could be usefully used. In addition, however, there will be the need to plan progression through age and ability ranges over time and to explore the potential of enterprise as a major core curricula theme given its implicit demand for a 'holistic' approach. There are also major challenges in respect of assessment and accreditation over and above that which can be achieved by simplistic teacher assessment and peer review systems. This is as much a challenge to higher education as it is to primary and secondary education. At all of these levels, there is a need to review the implications of enterprise education for teacher training, particularly initial teacher training, the degree to which enterprising approaches may reach a 'critical mass' in the educational organisation, with a core of trained teachers, and the degree to which schools themselves ought to be enterprising organisations with a culture therefore of support for 'enterprising' modes of learning. Arguably, if the last point is

clarified then the rest will follow.

Finally, it has been argued in this paper that enterprising modes of learning are at the root of entrepreneurship and small business education and training. 'Teaching' entrepreneurship (or even self-employment) via formal didactic processes means that the vital simulation of the 'knowing how' (and the development of the enterprising capability to deal with it) will be missed. Teaching by the traditional business school case method fulfils only part of the enterprise model described above. The real challenge of the model to the business school, as to the primary or secondary school, is to create an enterprising environment, a project management approach to learning under conditions of uncertainty and to employ teaching staff with an orientation towards, and capability for, enterprising modes of learning.

Notes

¹DUBS over the period 1985-91 (see page 14).

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